

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

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| Your Name   | Megan Perkins   |
| What is the performance task for your unit?   | To create a podcast that is a radio station's news segment, where the student will be acting as a historian comparing and contrasting a current event to a American Revolution event. |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)  | Garage Band   |
| In Lesson 6, students will be required to create a podcast for their performance task. They are to act as historians who have entered a contest where they can win a position as news broadcaster on a CBS radio station. They are to create a podcast, sampling their best work, where they are comparing and contrasting a current event to an American Revolution event. | 6   |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)   | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.           |
| Students will need to know how to write a script of what they will say in the podcast.       | <a href="http://www.voices.com/resources/articles/podcasting/plan-your-podcast">http://www.voices.com/resources/articles/podcasting/plan-your-podcast</a><br>This site will help the viewer understand how to create an organized and thorough podcast efficiently. | For the imovie project in lesson 5, I will require my students to create a script and storyboard.   |
| Students will need to know where to go to find current events.                               | <a href="http://www.breakingnews.com/">http://www.breakingnews.com/</a><br>This site will help students find current events that come from all different kind of sources.   | During the class time that is designated for students to work on their performance task (lesson 6). I will show them this site and others where they look for current events. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)   | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.   |
| Students will need to understand copyright laws.   | <a href="http://libguides.mpsaz.net/copyrightsimplified">http://libguides.mpsaz.net/copyrightsimplified</a><br>This site breaks down copyright laws and also explains it in greater detail in video clip. | Throughout this entire unit students will be doing extensive research and using many forms of media in their own projects. Therefore, I will show them the video prior to their first assigned project in Lesson 1. |

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| Students will need to know how to speak in the microphone clearly. | <a href="http://www.dummies.com/how-to/content/how-to-speak-more-clearly-to-naturallyspeaking.html">http://www.dummies.com/how-to/content/how-to-speak-more-clearly-to-naturallyspeaking.html</a><br>This site has great tips on how students can improve their clarity in speech as they talk into the microphone. | In lesson 3, students will be using garage band where they will be creating an interview with an important person from the time period. I will give them examples of good speech versus bad speech in class as I am teaching a lesson. |
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3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)  | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.                               |
| Students will need to know how to cut audio clips.   | <a href="http://www.youtube.com/watch?v=jBVANqpOhcw">http://www.youtube.com/watch?v=jBVANqpOhcw</a><br>This site will bring students to a quick tutorial on how to split and join audio together in GarageBand.          | During Lesson 3, I will give students some time to work on their interview project and I will show them how to manipulate audio clips as they are working.  |
| Students will need to know how to create images of text.                                     | <a href="http://support2.constantcontact.com/articles/FAQ/2386">http://support2.constantcontact.com/articles/FAQ/2386</a><br>This site explains how students can screen shot text such as a text box in a word document. | I believe almost all students will know how to use this strategy. However, as they are working on the performance task in class I will remind them and show them if needed how to use this skill. |

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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| Students will need to know how to save and export their product.  | <a href="http://www.youtube.com/watch?v=FI3nrIRZzf4">http://www.youtube.com/watch?v=FI3nrIRZzf4</a><br>this online source is a tutorial where it is explained how a GarageBand product can be saved.                                | During lesson 6, when the students are working on their performance task in class I will show them how to save their work.                |
| Students will need to know how to optimize performance in GarageBand in order to maintain or increase quality of sound. | <a href="http://www.youtube.com/watch?v=GJWph7gHhYw">http://www.youtube.com/watch?v=GJWph7gHhYw</a><br>This resource breaks down overall GarageBand but also includes how the available settings can increase quality of the sound. | During lesson 3, when I explain their assignment in class I will show them what kind of setting are available and best for their product. |

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task                              | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)   | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.                                   |
| Students will need to know how to their GarageBand podcast and place it into iMovie so that they can export it to YouTube | <a href="http://www.youtube.com/watch?v=RYEsEYSZIdk">http://www.youtube.com/watch?v=RYEsEYSZIdk</a><br>This site can teach students on how to export their imovie version of their podcast into youtube.      | I can introduce this skill in lesson 5, where students will be creating an iMovie. When explain the project for lesson 5 I will show them key things about iMovie like how to export it into YouTube. |
| Students will need to know how to create a youtube account.   | <a href="http://www.youtube.com/watch?v=nvFWI2uNDWM">http://www.youtube.com/watch?v=nvFWI2uNDWM</a><br>This resource shows how to create an account in youtube by teaching the students in a tutorial format. | In the first class we will all set up either a new channel or new accounts on youtube. I will be there to help students.  |